DOCUMENT RESUME

ED 340 839 CE 059 377

AUTHOR Saxena, J. C., Ed.; Sachdeva, J. L., Ed.
TITLE National Literacy Mission: Problems and Prospects. Proceedings of the All India Adult Education Conference (41st, Aurangabad, India, October 28-31, 1988). Series 169.
INSTITUTION Indian Adult Education Association, New Delhi.
PUB DATE 89
NOTE 66p.
AVAILABLE FROM Indian Adult Education Association, 17-B Indraprastha Estate, New Delhi 110002, India ($2.00).
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Education; *Adult Literacy; Articulation (Education); Community Centers; Females; Foreign Countries; Functional Literacy; Higher Education; Labor Force Development; Mass Instruction; *National Programs; Postsecondary Education; School Community Relationship; Secondary Education; Technological Advancement; Universities; Voluntary Agencies
IDENTIFIERS *India; Indian Adult Education Association (India)

ABSTRACT

The conference reported in this document was convened by the Indian Adult Education Association in collaboration with the Adult Continuing Education & Extension Centre of Marathwada University. Attended by 230 delegates from throughout India, the conference focussed on ways of developing an all-out attack on the country's huge illiteracy problem. Following an introduction and a summary of recommendations are a working paper, "National Literacy Mission (NLM)" (B.B. Mohanty et al.), and the following group reports: "Mass Programme of Functional Literacy"; "Jan Shikshan Nilayams"; "Implementation of NLM"; "Voluntary Agencies--Their Role in NLM"; and "Linkage of NLM with Development." Four other papers are included: "Resource Support of Universities for Effective Functioning of Jana Shikshan Nilayams" (V.L.N. Reddy, K. Kumaraswamy); "National Literacy Mission--An NGO (Nongovernmental Organization) Perspective from the Field" (Om Shrivastava); "Is Literacy Reaching Women?" (Kamala Rana); and "National Literacy Mission--The Role of Technology" (M.C. Reddappa Reddy). (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED340839

NATIONAL LITERACY MISSION PROBLEMS AND PROSPECTS

(Proceedings of the 41st All India
Adult Education Conference
Aurangabad, 1988)

Edited by:
J.C. Saxena J.L. Sachdeva

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Published by
Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi-110002

Series No. 169
Rs. 15.00; U.S.$ 2.00
1989

Printed at:
Everest Press
4 Chamelian Road
Delhi-110006

CONTENTS

Introduction 1

Recommendations 7

Working Paper
National Literacy Mission 11

B.B. Mohanty
J.C. Saxena
J.L. Sachdeva

Group Reports 24

Resource Support of Universities for Effective Functioning of Jan Shikshan Nilayams 37

V.L.N. Reddy
T. Kumaraswamy

National Literacy Mission - An NGO Perspective from the Field 45

Om Shrivastava

Is Literacy Reaching Women? 52

Kamala Rana

National Literacy Mission: The Role of Technology 56

M.C. Reddappa Reddy

Introduction

The 41st All India Adult Education Conference which concluded in Aurangabad on October 31, 1988 has urged that programmes of adult education and elementary education should be suitably integrated and implemented as they are mutually reinforcing. The Conference recommended that the SRCs should be immediately set-up in those States where these do not exist at present. It also stressed that District Resource Units (DRUs) should also be set-up in order to provide the necessary technical support to the programme at the grass-root level.

The Conference was appreciative of the key issues and strategies of the National Literacy Mission (NLM) but feared that if necessary techno-pedagogic inputs and financial resources were not provided timely, the desired results might not be achieved.

The Conference noted with concern that grants to voluntary organisations and universities are not released on time. It was greatly affecting the tempo of adult education work and would be a hinderance in achieving the target of wiping out illiteracy in the age-group 15-35 from the country by 1995. It urged that fool proof arrangements should be made for timely supply of funds to these institutions.

It urged the voluntary agencies to prepare innovative, experimental adult education projects for financial assistance from the Central Government. These projects, the Conference felt, should be group and area specific.

The four-day Conference convened by the Indian Adult Education Association in collaboration with the Adult, Continuing Education & Extension Centre, Marathwada University was attended by over 230 delegates from different parts of the country.

In a message, the Minister of Human Resource Development, Shri P Shiv Shankar said that eradi-

cation of the scourge of illiteracy is, no longer a choice between two alternatives or priorities but it has become a matter of life and death for the nation. It has to be an article of our faith and commitment.

The Minister congratulated the Indian Adult Education Association for taking on its shoulders, since 1939, onerous responsibility of promoting literacy and adult education in the country.

Inaugurating it, Shri Shivaji Rao Bhosle, Vice-Chanceller, Marathwada University said that adult education was essential for the development and for proper functioning of democracy. He said that education is the root for human resource development and it should be vigorously undertaken if the country is to move towards the path of progress.

Shri Bhosle also released the Souvenir brought out on the occasion.

Earlier, Dr (Mrs) Sudha V Kaldate, Chairman of the Reception Committee welcomed the Chief Guest and the participants.

Tagore and Nehru Literacy Awards Presented

The Tagore Literacy Award (1987) for outstanding contribution to the promotion of literacy among women was presented to Smt. Lakshmi N Menon, President, All India Committee for Eradication of Illiteracy among Women during the inaugural function of the Conference. The citation of the Award was read by Shri B S Garg, President, Indian Adult Education Association. It says that Smt. Menon has launched a movement for the eradication of illiteracy among women and has toured far and wide in the country to inspire teachers and social workers to undertake programmes of women's literacy and upliftment of status of women.

The 1988 Nehru Literacy Award was presented to Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth. The citation for the Award says that Prof. Parikh started taking interest in adult education and adult literacy work since his student days. He started courses of continuing educa-

tion on employment, health and sanitation for rural areas through the Department of Adult and Continuing Education of the Gujarat Vidyapeeth. The citation further says that he has mobilised educational institutions and about one lakh students in support of mass literacy campaign which has reached to over five lakh illiterates in over 1,000 villages in Gujarat.

The 1988 Tagore Literacy Award was presented to Smt. Anurupa Mukharji, Founder President, Tripura Adibashi Mahila Samity, Agartala. Smt. Mukharji, the citation says, has the distinction of eradicating illiteracy from among women in 20 villages in remote and far-flung tribal areas of Tripura. She also organised classes on First Aid, Nursing, Interior Decoration, Child Care, Nutrition for the tribal women. She provided training to the tribal women for modern handlooms and introduced 1500 modern smokeless chullahs in tribal villages.

In her reply, Smt. Lakshmi N Menon emphasised the need to promote literacy among women and pleaded support from all corners for removing ignorance and suprestitions from among them. She said that a lot of money was being spent on higher education and if a part of it could be given to adult education, it could bring enlightenment in the lives of millions.

Prof. Ramlal Parikh in his reply said that the educated have been indifferent to the education of the masses. He said that the rate of growth of illiterates is faster than the population growth rate and all out efforts should be made to check this rising trend. He asked the adult educators not to bother about the criticism of adult education programme and should pursue their cause with vigour and enthusiasm. He said, if one-fourth of the student community comes forward the problem of illiteracy could be solved in a few years. Prof. Parikh said that Jan Shikshan Nilayam will be a powerful institution for motivating and sustaining literacy and will go a long way in creating a learning society.

In her reply, Smt. Anurupa Mukharji said that in Tripura out of 24 lakhs, 6 lakhs are tribal and

the Samithy, in which she is connected, has done a good job in removing illiteracy and creating awareness among women. She appealed to voluntary organisations to take greater interest in education of women.

Presidential Address

Prof. BS Garg, President, Indian Adult Education Association in his presidential address, said that the attitude of the people has to be changed if adult education has to produce results in the country. He said each-one-teach-one programme should be taken in right earnest and if the educated people take upon themselves the responsibility, the 8 crore people in the age-group 15-35 will become literate by 1995 as stipulated in the National Literacy Mission.

Shri JC Saxena, Hony. General Secretary, Indian Adult Education Association in his vote of thanks said that development programmes would not achieve success if people remain ignorant. He asked the people to rededicate themselves to remove the stigma of illiteracy from the country. He emphasised that adult education should be a people's programme with Governmental support.

Shri Saxena said that efforts should be made to achieve at least 50 per cent literacy in the country by 1991 so that the people get inspiration to remove the blot from the fair face of India.

Presentation of the Working Paper

Shri Saxena presented the Working Paper on the theme of the National Literacy Mission (NLM). While appreciating the objectives of the NLM and the various key issues and strategies listed in the NLM document, he pointed out that if the required techno-pedagogical inputs and financial resources were not provided timely, the desired results would not be achieved. NLM required for its success political will as well as active involvement of all educated people, youth leaders, students, teachers, trade unions, farmers' groups. Support of the media, both electronic and print, was required in NLM, he said.

Plenary Session

In the Plenary Session the following major suggestions were made:

a) Adult Education should be made a part of the curriculum at the university level;

b) Weightage and incentives to students undertaking literacy work should be given;

c) Adult literacy should reach the remotest corner of the country and voluntary organisations should be given the responsibility for this work;

d) Jan Shikshan Nilayams should be set up in every village;

e) Mass programme of functional literacy should be properly monitored and evaluated to get lasting results;

f) The creation of environment is essential for the success of the programme;

g) Missionary spirit has to be aroused for the success of the programme; and

h) Teachers at the school and university level should be actively involved in this work. It should be made obligatory on their part to make two adults literate before they are confirmed or promoted.

Dr. ML Mathur, Vice-Chancellor, Jodhpur University, in his presidential address said that illiteracy, poverty and population growth are inter-related and attack should be made on all fronts.

He said that honorarium/salaries to adult education functionaries should be commensurate with their work and only dedicated persons having will-power should be employed for the purpose.

Dr. Mathur said that Vice-Chancellors, Heads of the Departments, MPs and MLAs should be

motivated and unless they get themselves involved in this programme, it will not get the desired results.

He urged the need to relate the 3 R's programme with economically productive work. He feared that if it continues to be only 3 R's there would not be large number of people coming forward for taking its advantage.

Zakir Husain Memorial Lecture

Prof. PN Srivastava, Member, Planning Commission, Government of India delivered the Zakir Husain Memorial Lecture. He said that the adult education programme should not be mere reading and writing but should be related to the vocations of the people. There shoud be judicious combination of functionality and literacy, he said. The adult education programme should take science to the people to remove their prejudices and should also help in taking the latest technology for increasing their efficiency and productivity.

He emphasised that valuable information gathered from independent evaluation of adult education programme by a number of research/resource centres should be put to constructive use.

Prof. Srivastava said that primary schools, in addition to others, should be used for providing reading material to neoliterates. He regretted that there were no adequate linkages of adult education with other development departments. This, he said, has to be ensured for proper development of adult education.

He said it should be obligatory for different development departments to contribute actively to the quality and content of the programme. Prof. Srivastava emphasised that voluntary organisations, government departments, universities, etc. should work in collaboration for the success of this programme.

He stressed the need to use traditional media such as Bhajan Kirtan Mandali, Ram Leela, Krishan Leela, etc. to pass on the scientific knowledge and value system to the people.

Recommendations

The following recommendations were made by the Conference:

1. The 41st All India Adult Education Conference held in Aurangabad on October 28-31, 1988 welcomes the National Literacy Mission launched in the country. It is appreciative of the objectives and key-issues and strategies listed in the NLM Document, but it feels that if the necessary techno-pedagogic inputs and financial resources are not provided timely, the desired results would not be achieved. The Central and State Governments should take necessary steps to implement the NLM with the full cooperation of the people. For this time-bound programme the Conference stresses that an earnest effort right from now should be started so that the achievements get reflected in the 1991 census.

2. The Conference feels that proper environment for the success of the National Literacy Mission has not been built so far. For creating the environment the Conference recommends that well-prepared slots on prime time shoud be televised/ broadcast on regular basis on television and radio. These will help in mobilising housewives, retired persons, ex-servicemen and all other educated people to participate in this programme in an effective way and would go a long way in creating an appropriate and meaningful environment for this programme. It urges the Directorate of Adult Education, Govt. of India and State Resource Centres to prepare the necessary software for this purpose.

3. The Conference noted with concern that grants to voluntary organisations and universities are not released on time. It is greatly affecting the tempo of adult education work and will be a considerable hindrance in achieving the target of wiping out illiteracy in the age-group 15-35 from the country by 1995. It urges that fool proof arrangements should be made for timely supply of funds to these institutions.

4. The Conference recommends that the State Resource Centres may gear up their machinery to come up to the expectations of all the agencies working in the field of adult education. SRC's should be immediately set up in States where these do not exist at present. Also the District Resource Units should also be set up in order to provide the necessary technical support to the programme at the grass-root level.

5. The Conference feels that appropriate Committees of heads of educational institutions, teachers, youth leaders, Mahila Mandals and other officials of various development departments and local people should be set up at village, block and district levels to ensure the implementaion of the programme successfully.

In this connection, the Conference recommends that fullest use may be made of university departments, teacher-training institutions, and leading voluntary organisations for the purpose of trai-

ning of functionaries and preparation of teaching-learning material.

6. The Conference strongly recommends that programmes of adult education and primary education should be suitably integrated and implemented as they are mutually reinforcing. Appropriate linkages may be built between these two programmes and programmes of Rural Development, National Rural Employment Programmes, TRYSEM, DWACRA, Health and Nutrition Programmes etc. and general programmes of poverty alleviation to ensure the maximum socio-economic development and benefits to the people.

7. The Conference welcomes the establishment of Jan Shikshan Nilayams (JSN) to provide post-literacy and continuing education opportunities for neo-literates. These Nilayams are expected to meet the highly diverse and constant growing changing needs and interests of all members of the community, but it feels that to do these jobs effectively the Prerak should be a full-time person and government accommodation should be provided to non-official agencies for setting up of the JSN or alternatively rent free accommodation should be provided. Appropriate use of community buildings and educational institutions should be made for JSN's and local contributions may also be raised to the extent possible.

8. The Conference feels that all universities, colleges and secondary schools should participate effectively in the programme of eradication of illiteracy in their respective areas. Students' involvement in Mass Programme of Functional Literacy would be possible if some suitable incentives are given to them. It urges that the Government should decide about incentives on priority ba[illegible] so that the task of eliminating illiteracy particulary from among the women, SC/ST and other economically backward sections of our people in the age-group 15-35 could be achieved by 1995.

9. The Conference recommends that honorarium/ salaries of adult education functionaries particularly the instructor and Prerak should commensurate with their work and responsibilities so that

committed and dedicated persons are available for the adult education work.

10. The Conference notes with concern that State Governments are not forwarding the applications of recognised voluntary organisations or are taking considerably long time in sending the applications to the Central Government for financial assistance. It recommends that the Central Government should follow its rule of sanctioning grant-in-aid to voluntary organisations if applications are not forwarded within three months by the State Governments in letter and spirit.

11. The Conference urges the voluntary organisations to prepare innovative, experimental adult education projects for financial assistance from the Central Government. These projects should be group-specific and area-specific and the necessary funds for them should be sanctioned on a priority basis under the central scheme of 'Assistance to Voluntary Agencies'.

12. The Conference recommends that programmes of awareness building and functional improvement should receive adequate attention and adult education programmes should not be confined to literacy alone. Adult Education Centres should promote national integration, small family norms and should also promote participation of people in socio-economic and cultural development programmes.

13. The Conference feels that existing arrangements for monitoring and evaluation are extremely inadequate and defective. It recommends that reliable machinery for monitoring and evaluation should be set up at appropriate levels and all the participants in the programme should cooperate with the same by supplying accurate information at the right time.

14. The Conference urges the Indian Adult Education Association to organise some experimental adult education centres and their functioning should be documented and circulated to member organisations and others for their use and guidance in preparation of project proposals and running of adult education centres.

WORKING PAPER

National Literacy Mission

B.B. Mohanty
J.C. Saxena
J.L. Sachdeva

Objectives

The launching of National Literacy Mission (NLM) is a historical event. The Mission objectives are to impart functional literacy to 80 million illiterate persons in 15-35 age-group-30

million by 1990 and additional 50 million by 1995. These objectives are highly commendable as they indicate a time-bound and target-oriented approach.

According to the NLM document, "Functional literacy implies : (i) achieving self-reliance in literacy and numeracy; (ii) becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation, and participation in the process of development; (iii) acquiring skills to improve the economic status and general well-being; and (iv) imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norm, etc." It will thus be seen that functional literacy of the type envisaged in the NLM document, is not merely an end in itself; it is indeed a way of preparing man for a social, civic and economic role that goes far beyond the limits of 3Rs. This is what exactly the Teheran Conference of Ministers of Education (1965) envisaged. According to the Conference Report, "Literacy teaching should be resolutely oriented towards development, and should be an integral part of not only of any national education plans but also of plans and projects for development in all sectors of national life". Further, "with a view to deriving optimum results from eradication of illiteracy, a nationwide network of continuing education will be established through new institutional structures, better utilisation of the existing infra-structures, open and distance learning, etc." This objective will pave the way for setting up a learning society and this needs to be supported.

NLM rightly concentrates on 15-35 age-group which is crucial for the country's development. The focus of NLM would be on rural areas, particularly women and persons belonging to Scheduled Castes and Scheduled Tribes, as they account for the bulk of the illiterates. Achievement of the goals of elementary education is considered essential if the 15-35 age-group is not to get continually flooded by new illiterates. Hence the thrust

on universal enrolment, universal retention of children upto 14 years of age and substantial improvement in quality of education needs to be supported. Programmes of elementary education and adult education are mutually reinforcing and, therefore, should be suitably integrated and implemented.

Key Issues for NLM's success

NLM has spelt out the following key issues for its success:

i) National commitment
ii) Creation of an environment conducive to learning
iii) Motivation of learners and teachers
iv) Mass mobilisation and peoples' involvement
v) Techno-pedagogic inputs
vi) Efficient management and monitoring

National commitment should be both in letter and spirit. Approval of the National Policy on Education (1986) by Parliament and support to Adult Education and Literacy programmes in the election manifestos of the various political parties is only a partial manifestation of political will, but this 'will' needs to be put into actual practice. Adequate financial and technical supports need to be provided for the programmes of eradication of illiteracy and promotion of adult education throughout the country. The Prime Minister has identified eradication of illiteracy as one of the six National Missions with a view to applying science and technology for the benefit of the deprived sections of the society and in the areas which are critical to the country's development. National Literacy Mission should, therefore, be closely linked with the other National Missions as the success of each of these Missions depends on the success of the others. NLM can play the key role of dissemination of information, mass mobilisation and people's effective participation for the other Natinal Missions and the various development departments. This approach calls for effective inter-departmental linkages and attitudinal change in our bureaucracy where very often one hand does not know what the other is doing. Success of NLM or for that matter any other developmental programme depends

upon mass motivation, mobilisation and participation of the people as well as the functionaries and beneficiaries at all levels. The NLM document has suggested strategies under three heads:

a) Nation-wide strategy
b) Technology Demonstration
c) Management

Nation-wide Strategy

(1) Increase Motivation

The central issue in literacy, according to NLM document, is motivation. The entire NLM has been designed to face this issue. Motivation of learners and teachers has been listed under key issues. Motivation has been the main problem in adult education programme for the last fifty years and still continues to be so. The average Indian does not demand literacy or want it. No superficial efforts to motivate the learners will sustain their interest.

On the question of motivation, the NLM document has very rightly said that motivation can be aroused if programme is of direct interest to learners i.e., it should result in economic betterment through learning of new skills. But the question is who will provide the new skills? Where is the money for giving new skills? The instructor is not competent enough to undertake this job and there is no money in the budget for undertaking economic betterment programmes. The budget under NLM continues to be by and large a literacy budget. The budget has to be restructured to provide economic betterment opportunities to learners otherwise there will not be enough people coming forward to take benefit of the programme.

Poor motivation among the functionaries, particularly among the instructors is another problem in the adult education programme. For the success of the programme, dedicated and competent workers are needed. Research studies and experience have shown that many of the functionaries look at this employment as a time-filling and/or as a stepping stone to get a better one. This is by and

large due to very little job security, low salary/ honorarium and ad hoc nature of the programme.

Studies have also shown that officials appointed by the Government are devoid of proper attitude towards this programme. There is a feeling that unwanted officials are transferred to adult education section. Within the education department, adult education is not given the due status it deserves. Good and competent people will always be looking for transfer.

The adult education instructor is the kingpin of the adult education programme. He is expected to provide educational service to the learners as a part time worker getting a small monthly honorarium of Rs. 100/- for his services. Despite his low level of education and honorarium, he is expected to undertake the main burden of motivating, mobilising and involving the target group in the learning process and organising teaching programme with little assistance from other functionaries. The field level workers find the honorarium too little in view of tedious and frustrating nature of the job. It is still time that we seriously think about the right honorarium for the instructors.

Inputs

Content inputs as well as form related inputs have been designed for motivation-centred programmes within NLM. The content inputs vary from functional education, skill development, economic activity related programmes to religious discourses, bhajans etc. Form related inputs include dedicated instructors, improved learning atmosphere, improved pace of learning, arrangements for continuing education, opportunities to go on excursions and fairs, incentives, awards and recognition with publicitiy to fuctionaries and learners. The problem of motivatin, it is clear, has been examined in depth and the remedies suggested are appropriate. We can only add that in a country like India with its wide diversities, the inputs will have to be group-specific and area-specific in order to be effective. However, it is for the implementers of the programme to select a package

out of the suggested inputs to achieve the desired results.

(2) Secure People's Participation

After the people have been properly motivated, people's participation should be easy to get. Taking out of jattahs, and training of youth (both student and non-student) will be effective with the support of comunication media.

(3) Significantly increase involvement of voluntary agencies

Suitable voluntary agencies will have to be identified and involved in the programme.

(4) Substantially improve on-going programmes

The NLM document states that existing programmes will be continued, but their quality improved by application of proven S & T inputs, better supervision, suitable training, pedagogical innovations etc. We feel that there is sufficient scope for further improvement and harsh decisions will have to be taken to improve the on-going programmes, some of which reveal weaknesses as follows:

Training

Training has been a weak link in adult education programme. Many agencies find it difficult to provide proper training to their instructors due to non-availability of resource persons in their areas. There are other agencies which do not realise the importance of training and start the programme without providing training to the functionaries. The Project Officers and Supervisors/Preraks are not well equipped to provide training to subordinate staff because in most of the cases they themeselves have received inadequate training. They are neither enthused nor have confidence and self-reliance necessary for providing guidance and supervision.

In studies regarding the working of adult education centres, it has been found out that over

50 per cent did not get any training in teaching adults and about 25 per cent got training for a very short period. Lack of training hampers the process of motivation and retention of adult learners in the centres.

NLM has taken note of these deficiences. It has to be seen whether the District Resource Units (DRUs), to be established under the District Institutes of Education and Training (DIETs) will be in a postition to provide support in this regard. Under NLM, it is proposed to increase the duration of initial training and provision will also be made for in-service training. Use of educational technology under NLM will strengthen the training programme. The steps are in the right direction, but to make the Organisations/Departments realise the importance of training, which many of them are not realising at present, it is suggested that the grant in the first instance should be released for training only. After successful organisation of training, the balance grant should be given.

Poor Environment

Poor environmental facility in adult education centres serves as a demotivating factor. Shabby classroom with dim lighting and without proper seating arrangements show the priority that we have been giving to people's education.

The NLM document has given some suggestions to overcome this problem. It has said that environment in which they live should be lively, cheerful, relaxing and activities which help them to overcome fatigue and drudgery are organised. The major question is where the centres will be organised. If they continue to be held in instructor's home, they cannot provide congenial atmosphere for learning. They are generally very small in size, with children playing around. What will the boards, charts, etc. do when people do not have proper space to sit. In a study in Gujarat, a few years ago, it was found out that over 60 per cent of the centres were in instructor's homes. This, by any standard, is an unsatisfactory arrangement and should be avoided. Provision for rent should

be there to get a reasonably good place for organization of the centre. Centres which provide better physical facilities attract more learners and show better performance. At the least savings in certain heads should be allowed to be used for paying rent.

(5) Launch Mass Movement

Mass Programme of Functional Literacy, one of the strategies of NLM, needs to be expanded and strengthened involving educational institutions, teachers, students, youth, military and paramilitary personnel, housewives, ex-servicemen, employers and trade-unions etc. We request all our members, individual and institutional, to lend their full support to MPFL mobilising the support of all learners and all educated people who can and should find time to help the former.

(6) Institutionalise Continuing Education

NLM proposes to improve the mechanism for post-literacy and continuing education, particularly through Jana Shikshan Nilayams (JSNs) and through better use of existing institutional facilities, as is discussed elsewhere in this working paper.

(7) Ensure Availability of Standard Learning Material

The structure of technical resource development at the national, state as well as district levels will ensure that material of good quality, and conforming to the objectives of the Mission, become widely available. We feel that there should be no monopoly of governmental agencies in the production of learning material, and voluntary organisations, individuals and universities and colleges should also be able to produce quality material, as it will lead to healthy competition and improvement.

(8) Universalise the Outreach

NLM hopes that by 1990, facilities for literacy learning, continuing education and vocational training will be extended to all parts

of the country. It is difficult to accomplish this task by 1990, more so when production of literacy learning material will be in the spoken language of the beneficiaries, but unless we try hard, we cannot succeed.

(9) Technology Demonstration

Technology demonstration will be undertaken in 40 districts for development, transfer and application of techno-pedagogic inputs, as has been described elsewhere.

Monitoring and Evaluation

NLM proposes to institute computerised management information system to enable a reliable and a steady flow of information needed for improvement in management at all levels. This well designed input, we believe, will improve the system. However, it is doubtful if computerisation on a nation-wide scale will be introduced in 1989-90 (Phase III), for much remains to be done in Phases I and II i.e., computerisation at the District level/State level. We feel that reliable monitoring and evaluation by the existing agencies may be improved and used till such time as computerisation is introduced. Apart from ensuring the reliability of data, we have to see that necessary corrective measures are immediately taken up to improve performance.

Techno-pedagogic inputs

As has been mentioned earlier, National Literacy Mission is a Technology Mission, which means that the inputs of science and technology and pedagogical research are to be fed into the process and programme of curriculum planning and development, material development and production, instruction and communication. It is a Societal Mission, because for the achievement of its goals, there is a manifestation of political will at all levels.

Expressions like "Technology Mission" and "Techno-pedagogic inputs" sometimes appear mythical. Even a word like technology is often misunderstood. Technology is the remarkable product of

creative thinking and labour, and is becoming the main beneficiary of new discoveries in pure research, which greatly determines its development. "In the strict sense", says Hamelink, (1986) "technology should not be equated with technical equipment, but should refer to knowlege. Properly speaking, technology is the total body of knowledge pertinent to the generation, innovation and maintenance of human artefacts, tools machines and systems". As Anil Bordia says: "We are using the word 'technology' not in its literal sense of application of science, but application of a set of new tachniques, new methods, new pedagogy, new ways of dealing with adult learning." (The Hindustan Times Sunday Magazine, 4 September 1988).

Some possibilities of the utilisation of techno-pedagogic inputs, as identified in the NLM document, are in the following areas: Lighting Arrangement, Learning Material, Learner Motivation, Training, Literacy Learning, Post-Literacy and Continuing Education and NLM Management. And some of the important technopedagogic inputs envisaged to be applied are in the areas of solar energy, electronic media for education, computer-aided learning, mass media, rapid literacy learning, communication technology, computer-aided learner evaluation, computer-aided publishing, electronic engineering and computer-aided management of NLM, Seven Technological Sub-Missions, together with their respective collaborating agencies, have been identified and research and development (R&D) programmes in the above mentioned areas of techno-pedagogic inputs have already begun in the laboratories of the agencies. Forty technology demonstration districts have been identified where the techno-pedagogic innovation would be demonstrated and details about their applications and feasibility would be fed back to the National Literacy Mission Authority, who would decide about their use and replication in other districts. This is the normal procedure in every technology transfer situation, and particularly in the case of NLM, it is a very complex situation involving many agencies and disciplines which are multi-dimensional. Every technology transfer has socio-economic and cultural dimensions; every techno-pedagogic input, even after its successful

demonstration, has to be applied for quite sometime, before being declared hundred per cent successful in its adoption in a pragmatic situation. This is a time consuming process. However, both NLM and the participating agencies responsible for the Sub-Missions would stand to gain, because the former would be more and more sensitized about the S & T dimensions of adult education, and the later would discover more and more areas of societal relevance with reference to their respective R&D efforts.

Media

Several communication components are inherent in the Mission Objectives. All the six issues, i.e. national commitment creation of an environment conducive to learning, motivation of learners and teachers, mass mobilisation and people's involvement, techno-pedagogic inputs, and efficient management and monitoring, identified for the success of NLM, are associated with communication. Motivation, the most important Mission Strategy, is a dynamic communication strategy, as well as a communication challenge. In short, NLM, when put into operational terms, is nothing but a series of communication tasks; and it needs a vigorous communication support.

Several communication inputs have been identified by NLM, and four Sub-Missions (Pedagogy/ Literacy learning, Teaching Aids & Audio-Visuals, Software for mass media and group media, and Electronic systems - TV, Radio, Audio, VCR, etc.) in the communication field are being handled by the respective collaborating agencies. Creative thinkers, writers, artists, playwrights and journalists are being identified who can write stories, features, plays, scripts and talks on NLM for use by the media. Communication technologies have multiplied the linkage between education and communication. India has developed a good communication infrastructure and communication resource base, and there is no reason why NLM can not take full advantage of the same. The need of the hour is to develop a communication resource base within NLM so that right messages can be designed and conveyed through the right media in a two-way

communication system. According to a recent newspaper report, a suggestion has been made to use video cassette players (VCPs) and specially prepared software to tackle the problem of adult illiteracy. Use of VCPs in the adult education centres may be technological possibility as a feasible electronic system, but the claim that as an educational device it is more effective than the traditional ones, because it bypasses the written word, is not tenable in the face of established learning theories.

Jana Shikshan Nilayam

Following the recommendation contained in the National Policy on Education (1986), the National Literacy Mission has provided for the establishment of Jana Shikshan Nilayams (JSNs) all over the country in a phased manner, with a view to institutionalise post-literacy and continuing education, which was a distinct felt need. As Anil Bordia put it: "In NLM, a programme of literacy begins with establishment of the Jana Shikshan Nilayam with provision of facilities for people to acquire education. The Nilayam includes a library, reading room, a communiction centre, a recreation centre, where equipment and material for music and cultural activities are provided, a centre for possible sports activities, a place where people can go and relax, study and continue their education." (The Hindustan Times, Sunday Magazine, 4 September 1988). The JSN is based on a concept which is highly innovative, and if properly organised, is sure to build the foundations of a learning society.

It is doubtful whether a Prerak, who is the main functionary of the JSN, will be able to organise the multifarious activities of the Nilayams, even after the Village Education Committee (VEC) is constituted. Apart from the financial implications, the programmes and activities of the Nilayam demand the involvement of various departments and individuals. This is not going to be easy. Our past experience of the Community Centres in rural areas under the Community Development programme during the sixties has been rather disappointing.

Management

The eight governing principles for Mission Management, according to the document on NLM are: Decentralisation and functional autonomy with centralised control, People's participation, Enabling mechanisms for securing cooperation of collaborating Agencies, Personnel to have professional competence, Induction of women on a large scale, Clear delineation levels of decision making, responsibility and accountability; Flexibility, Innovative methods of selection, training and motivation of functionaries; Provision of adequate funds, including a substantial lumpsum, for innovative initiatives; and use of computers and electronic media as learning aids, in management and for debureaucratization.

The Mission management structure appears to be equally innovative and result oriented. One has to wait and see to what extent Mission mangement principles will be applied through the Mission mangement structure for achieving the objectives of NLM. While writing on Technology Missions, (The Hindustan Times, 4 June 1988), SS Gill says that an important imponderable in the success of a mission like NLM is that the outcome of its labours "depends heavily on the ready cooperation and initiative of crores of private individuals operating outside the government and the organised private sector." He further says: "The dominant paradigm of our growth strategies has been that education, communication and technology are the prime movers in the process of modernisation. But this growth model pays scant attention to structural constraints which lie at the heart of the development process."

Keeping in view the various issues raised in this working paper, the Conference may discuss the following five topics in groups:

Group I : Mass Programme of Functional Literacy
Group II : Jana Shikshan Nilayam
Group III : Implementation of NLM
Group IV : Voluntary Agencies - their role in NLM
Group V : Linkage of NLM with the Development Sector

Group Reports

Topic: Mass Programme of Functional Literacy

Group I

Chairman: Shri G.S. Sharma
Rapporteur: Shri B.K. Sechachar

In the NLM Document great importance has been given to functional literacy which implies literacy, numeracy, social awareness, acquisition of certain skills and imbibing values of national integration, conservation of environment and population awareness. It is also envisaged that universities should play a pivotal role in this programme utilising the vast potential of the student community in the various universities throughout the length and breadth of the country.

Functional Components

The Group discussed at length about the functional component of the literacy programme and listed out the following components:

1. Scientific information regarding agriculture, horticulture, poultry, sericulture, animal husbandry, etc.
2. Health, hygiene, sanitation and nutrition
3. Population education
4. General awareness regarding postal, bank, medical facilities available and loan and subsidy facilities made available to weaker sections of society.
5. Social afforestation.

Motivation to student participants of the programme

The Group strongly recommends that participation in the functional literacy programme must be made compulsory for all the students of the universities. It should become a part and parcel of the curriculum and a maximum weightage of 10 marks should be awarded to the participating students depending upon the quality of their work. Weightage given to students undergoing NCC training for allotment of seats in engineering colleges and medical colleges and for providing job opportunities should be extended to students participating in NSS and Functional Literacy Programmes.

Students should be properly oriented to participate in the programme by teachers who are themselves trained in the philosophy and techniques of the programme. The training programme may be for a duration of one week. Possibilities of involving XI and XII standard students of the senior secondary schools also be explored and they should be brought into the fold of this programme in a phased manner. Free-travel passes should be issued to the students to visit the assigned villages in the course of the programme.

Women students of the universities can conveniently take up Functional Literacy Programmes in the slums in urban areas.

Selection of the target group

It is found that different agencies such as the universities, voluntary agencies, Government departments etc. may choose the same village and the same target group and thus giving room for overlapping of work. This can be avoided by constituting Coordination Committee at the District Level comprising of the representatives of the universities, adult education departments and voluntary agencies.

After selecting the target group, pre-test should be given to understand the level of the learners. The programme should be properly monitored by the coordinators of the programme.

It should be supplied to all the participants of the Functional Literacy Programme. Cooperation of the voluntary agencies and Anganawadis should be enlisted to supplement this programme.

Duration of the Course

There should be a uniform duration of 150 hours per course in all the universities for this programme.

Motivation to Learners

1. Selection of timings suitable to the learners
2. Organising week-end cultural programmes such as Bhajans, rural theatre programmes, folksongs, etc.
3. Services of the educated ladies and retired officials and enthusiastic house-wives can be drafted for providing motivation.
4. Issuing attractive certificates to the neo-literates at a special function organised for this purpose and publishing their names through the media - viz. newspaper, radio and T.V.
5. Issue of 'green-cards' to neo-literates which will enable them to obtain loans and other facilities extended by the State Governments and banks.

Role of Mass Media such as Radio & T.V.

Radio and T.V. have tremendous potential for promoting Adult Literacy. Programmes specially devised by experts in the field of adult education should be broadcast and telecast. Radio and T.V. authorities should be involved in adult education programmes in a big way.

Role of SRC's

In all the adult education programmes SRCs play a prominent role. They should provide the necessary expertise, learning materials and arrange for the training programmes. They should

gear up their machinery to come up to the expectations of all the agencies working in the field of adult education.

Continuing education for neo-literates

To prevent the neo-literates from relapsing into illiteracy, provision must be made for follow-up programme. Jan Shikshan Nilayams should be set up on priority basis to provide follow-up opportunities for neo-literates.

Role of educated women and housewives

Mahila Mandals, women organisations and individual women volunteers can participate in a very big way in the functional literacy programmes to supplement the programmes of the universities in providing functional literacy programme to rural women and urban women of the slums.

Group II
Topic: Jan Shikshan Nilayams

Chairman: Dr. V.L.N. Reddy
Rapporteur: Dr. Ansuya T. Sheth

The establishment of a Jan Shikshan Nilayam is a welcome step to institutionalise, systematise, and organise post literacy and continuing education programmes on permanent basis for neo-literates in particular and all the people in general. While appreciating and noting the lead and the steps taken by Government of India for effective functioning of JSNs, the Group makes the following recommendations:

(1) For a JSN, it would be difficult to serve the needs of population of about 5000 persons spread over a cluster of 4-5 villages; there is a need to reduce the coverage in terms of population and villages. Eventually, every village should have a JSN on permanent basis. The funding for continuation of JSN should be provided on permanent basis by the State Government after cease of the funds from the Central Government.

(2) Particularly in the case of tribal and hilly areas the population coverage fixed for a JSN should be reduced drastically.

(3) The Prerak may find it difficult to do effectively both the functions of organising a JSN and supervising adult education of NFE Centres, he/she should be freed completely from supervision work and helped to devote his time fully running a JSN on sound lines.

(4) Though all the nine functions of JSN listed in the document are essential and important, the functions one to three viz. (a) organisation of an evening class for upgradation of literacy and numeracy skills; (b) starting a library; and (c) provision for reading room, should receive priority while organising programmes.

(5) For organising training programmes, the Prerak should establish rapport with the development departments of the area to utilise the expertise available with them and to build proper linkages with them.

(6) It may take some time for SRC's to train DRO's staff etc., the expertise available in the localities such as training institutions, colleges, universities, voluntary agencies may be used temporarily for training Preraks to facilitate the starting of JSN, quickly and easily.

(7) For starting a JSN it is necessary to have suitable and adequate accommodation. In some cases this resource may not be available and hence adequate provision has to be made in the budget for the payment of rent.

(8) While selecting a village for starting a JSN, preference should be given to the village from which adequate resources are coming forward not only in terms of rent free accommodation but also funds for initiating the programmes.

(9) After establishment of JSN, if the community is coming forward with the funds for starting additional activities or for strengthening existing activities, the Government should encourage the community by providing fifty percent additional matching grant.

(10) Existing financial provision for a JSN i.e. Rs. 7000/- non recurring and Rs. 7000/- recurring is inadequate for carrying on various functions and hence needs upward revision, raising atleast to Rs. 10,000/- recurring and Rs. 10,000/- non-recurring, thus revising the total budget from Rs. 14,000/- to Rs. 20,000/-.

(11) The existing SRCs, SCERTs with the existing resources, already over burdened with the entrusted task of providing necessary support for A.E. and NFE programmes may not be able to cope with the additional demand of providing a variety of supports needed for JSNs. Hence, search for additional resource agencies is a dire necessity. A few well established universities and voluntary agencies possessing the capabilities, expertise, experience, commitment, concern and consideration for the development of community around, may be identified and invited to serve as resource centres specially for JSNs.

(12) Appropriate linkages between existing rural libraries and JSNs have to be worked out for proper utilisation of facilities available with the libraries.

(13) Immediate action is called for in the preparation and publication of audio-visual materials (software and hardware) for supplying them to JSN libraries.

(14) Research relating to JSNs may be encouraged and funded by UGC and Central Government.

(15) A Handbook for JSN Preraks to facilitate their functioning has to be developed urgently.

Group III

Topic: Implementation of N.L.M.

Chairman: Miss Radha Kumari
Repporteur: Shri S.D. Bareth

Discussion was based on the experience members had while working for the NAEP.

Experience was

1. Education not related with the needs of the learners.
2. Teachers not fully motivated.
3. Learners not motivated.
4. Lack of training facilities.
5. Lack of teaching aid and learning material.
6. Lack of political will/commitment.
7. Administration not very cooperative.
8. Rigidity in the programme.
9. Delay in the release of funds.

Following suggestions were made for effective implementation of the NLM

1. (a) Proper motivation of instructors and training programme for them before they start their field work.

   (b) The training should be minimum for 3 weeks either in phases or at a stretch depending on the local need.

   (c) It should be preferably residential. But if it is not possible, then non-residential.

   (d) Training allowance should be paid to the trainees as they will be loosing their wages during the training period.

   (e) Crech facility should be provided while conducting training for women instructors.

2. **Survey**

In order to avoid duplication/overlapping, proper survey should be conducted and

list of literates and illiterates should be made. This can be done with the assistance of panchayat, local leaders, students, housewives, etc.

3. Low-cost teaching aids and learning material based on the basic needs of the learners be prepared. Also the learning material should cover subjects such as communal harmony, national integration, health and hygiene, nutrition, attitudional changes, etc. In general it should be growth oriented.

4. The Government should give adequate publicity to the programme and each Ministry and Department should get directions to give their full cooperation.

5. The number of learners should be made flexible.

6. Proper environment should be created for learners.

7. Agencies should be allowed flexibility in the approach of imparting education.

8. Funds should be released without delay.

9. College students and if possible school students should be involved to make it a mass programme. Community meetings, mass contacts should be organised to mobilise learners.

10. Educational institutions should be directed to give room in the school buildings to conduct classes. In villages, community hall, chaupal, temple, could be used for classes. In case none of the facilities are available then the agencies should be given rent allowance to hire a room in the community.

11. Agriculture universities should have adult education departments for their active participation in the implementation of the programme.

12. Adequate honorarium should be paid to the instructors.

13. From time to time planners and implementors should meet and review the progress of the programme.

14. Implementing agencies should be involved actively in decision making and future plan of action.

15. Area committees should be formed to review the progress.

16. Government should recognise cooperatives emerged as a result of adult education programme and help them in marketing their products.

17. Best instructors, learners and other functionaries should be recognised by the Government.

18. Experiments on rapid literacy should be carried out and documented.

19. Proper follow-up programme should be planned to sustain literacy.

20. Computers be used to assess literacy level of the learners and how many have been made literate?

21. In monitoring and evaluation of the classes at the local level, the community, local leaders, instructors, agency and learners should be involved.

Group IV

Topic: Voluntary Agencies - their role in NLM

Chairman: Shri A.H. Khan
Rapporteur: Prof. P.R. Mahurkar

The following suggestions were made by the participants:

I

1. Surveys should be conducted to eradicate illiteracy in a well defined period. Area should be allotted. Some compact area should be selected. This work should be done by voluntary agencies. No illiterate should be left upto 1995.

2. All registered agencies should be involved in eradication of illiteracy. Process of registration may be liberalised.

3. All types of organisations should be associated.

4. Local people's participation should be taken for grass-root planning.

II

1. At State and Divisional levels training centres should be opened. Training period should be for 21 days.

2. Training programme should be provided to instructor/supervisor, area-wise training should be there for local instructors. Local instructor/supervisor should be selected, specially from S.C. & S.T. Their educational qualification should be from 8th to 10th standard. For supervisor/Prerak it should be minimum 12th standard in rural and backward areas.

3. Honorarium for instructors should be minimum Rs. 300/- p.m. at least and for supervisor/ Prerak Rs. 500/- p.m.

III

1. Resource Centre should provide training material.

2. Writers workshop at local and regional levels should be conducted and finance should be provided by Government.

IV

1. Provisions should be made for providing financial assistance for technical work. Local and regional resource centres should be approached for preparing audio-visual aids, etc.

V

1. Voluntry organisations should prepare experimental and innovative adult education projects.

2. Monitoring and evaluation system should be regular.

3. Monthly meeting of instructors/Preraks should be organised. Monthly review should be done.

VI

1. Village and slum area education committee should be set up with the help of local teachers.

2. Income generating small projects should be undertaken.

3. National Festivals and local cultural programmes should be celebrated.

4. Local talent should be developed.

5. All local sources should be tapped.

6. Centres run by voluntary agencies and Government should be reviewed and evaluated by an independent agency.

7. Honorarium of personnel involved in NLM should be increased.

8. Release of finance to voluntary agencies should be in time for achieving desired results.

9. Reasonable amount of rent should be paid for setting up of centres.

Group V

Topic : LINKAGE OF NLM WITH DEVELOPMENT

Chairman : Dr. NC Jain
Rapporteur: Dr. V Reghu

The group discussed at length the various mechanism of effective linkages between NLM and development sector. The following are the main recommendations:

(a) **Committee System:** The group feels that the following Committees may be established.

(i) Village/Slum Development Committee. Its main responsibility would be to determine needs of the community, plan a programme and implement it with local participation.

Its meeting should be held at least once a month or whenever needed.

It may consist of:

(1) Head of village Panchayat.....Chairman
(2) Supervisor/Instructor.....Member Secretary
(3) Atleast one representatives of SC/ST minorities and other weaker sections
(4) Local workers of Rural Development (VLW), Agriculture, Health, School and other
(5) 1-2 developmental agencies, motivated and dedicated social workers of voluntary agencies with proven record
(6) Two other Sarpanches especially women.

Members may be appointed by Block Panchayat President on the recommendation of concerned Department or agencies till other mechanism of election is not in force.

(ii) **BLOCK/DISTRICT COMMITTEE**

The group is not particularly happy with the functioning of current committees. The following are the recommendations to make them effective.

(1) Greater representation from educational and voluntary agencies having proven record of good work as judged by the Presidents of the

District and Block Committee in consultation with concerned subject matter specialists.

(2) Members of the Committee be accountable for the follow up programme and fulfilment of their commitments.

(3) For non-cooperation of certain members, BDO/Collector or concerned officer should report to the defaulters higher authorities for taking corrective action at the earliest.

(4) The membership be around 15 and group work be emphasised i.e. sub-committees on various problems be appointed for intensive work.

(5) More Shramik Vidyapeeths should be established in urban areas to promote developmental programmes.

The above recommendations are also applicable for the State and National Committees.

(iii) **State/National Committee**

Each State may have several sub-committees for voluntary agencies, universities and colleges and RFLP/SFLP. Their Chairman and atleast one other member be members of State AE Authority in addition to members of Development Departments and elected representatives.

III. For effective coordination and linkage members be given suitable training in team building, parliamentary procedure and communication skills.

IV. Suitable incentives and rewards may be given to individuals and groups for outstanding performance in linkages regularly.

V. Financial allocation be increased to strengthen functionality component, continuing education and post-literacy in association with concerned development departments and libraries respectively.

VI. The programme should be reviewed every quarter so that fast corrective action is taken.

Resource Support of Universities for Effective Functioning of Jana Shikshan Nilayams

V.L.N. Reddy

T. Kumaraswamy

Various Adult Education and Non formal Education Programmes are organised by Central and State Governments, Voluntary Organisations and Universities on a massive scale to liquidate illiteracy at the shortest possible time. Jana Shikshan Nilayams (JSNs) are being established to maintain the initial literacy skills required through said programmes.

The functions of JSNs include (1) Organisation of evening classes, (2) Provision of library with suitable literature, (3) Organisation of training, (4) Organisation of sports and adventurous activities, (5) Provision of recreational and cultural activities, (6) Supplying information on development activities and (7) Working as a communication centre.

Various developmental departments of government, voluntary agencies and educational institutions have to provide resources available at their disposal for effective functioning of JSNs. The educational institutions particularly Universities have a vital role in acting as a primary resource base for promoting, strengthening, advocating and leading various functions of JSNs. The Universities can facilitate the effective functioning of JSNs by providing resource support in the following ways.

1. Training
2. Research
3. Teaching
4. Preparation and publication of materials
5. Co-operation, Co-ordination & Promotional Activities
6. Other supports

1. Training

The Universities can act as resource centres for training of preraks, volunteers, and master trainers such as Assistant Project Officers (JSN), Project Officers, District Adult Education Officers, Deputy Directors etc., who are in charge of organising JSNs. They can organise in-service and orientation courses for the above functionaries for up-dating their knowledge and skills. They can also organise training programmes for leaders of youth organisations in rural theatre, puppetry etc., They can involve various departments like Home Science, Population Studies, Botany, Zoology, Chemistry etc., in organising the programmes apart from involving the functionaries of the development departments. They are the right agencies for training of JSN functionaries as they possess the required academic expertise, demonstration projects, hardware equipment, library and reading facilities.

The following course outline is suggested for training of preraks keeping in view the functions they have to perform:

- Role of a prerak in organising adult education centre
- Functions of a prearak/volunteer
- Methods of teaching adult literacy
- Motivating the neo-literates for continuing education,
- post literacy and follow up activities
- Role of population education in the socio-economic development of the nation
- Legal literacy
- Science for masses
- Environmental education
- The importance of medical and health care departments for the development of society
- Awareness on various development programmes
- Psychology of NFE participants
- Field visits to demonstration projects on agriculture, animal husbandry and co-operatives

- Khadi and village industries
- Rights/and responsibilities of a citizen
- Social evils and its effect on community
- Functioning of local self-governments
- Preparation and usage of low cost visual media
- Methods of adult education (role play, discussion, demonstration, simulation etc.,)
- Organisation of recreational and cultural activities in JSNs
- Organisation of sports, adventurous activities, field visits and cultural programmes for neo-literates
- Training for organising income generating programmes for improvement of economic status of weaker sections of the community
- Proper maintenance of TV, VCR etc., supplied to JSNs.

2. Research

Research support for JSNs can be of survey, experimental and action types. Research is to suggest the ways and means for the effective functioning of JSNs. Policy decisions, methods of monitoring and evaluation, training, motivation etc., can be modified accordingly. The suggested topics for research are the following:

- Evaluation of materials of post literacy and follow up activities.
- Evaluation of continuing education programmes for different clientele groups
- The extent of improvement of literacy for neo-literates attending JSNs
- Policy implications required for effectively organising JSNs
- Efficiency of various training techniques
- Participatory research on training of functionaries
- Modern communication technology - Implication for communication in JSNs

- Application of literacy skills for development
- Identification of the drop-outs, pass-outs of NFE and formal education
- Identification of continuing education programmes to be organised for neo-literates by JSNs
- Identification of the strategies for maintaining the literacy skills once acquired by the learners
- Development of instruments for assessing the achievement of neo-literates for establishing equivalents and help them to join formal stream of education
- Identification of development agencies and appopriate media for direction of developmental information of the locality to the learners
- Identifying appropriate income generating programmes for developing economic status of weaker sections of the locality concerned
- Identifying the recreational activities to be provided by JSNs
- Developing strategies for effective utilisation of leisure time to the neo-literates
- Identifying the literature already available and the agencies or sources from which the literature can be procured
- Developing strategies for linking JSNs with existing rural libraries
- Identifying of problems faced by adults for discussion and solution at charcha mandals
- Evaluating the impact of JSNs
- Identifying the problems faced by functionaries organising JSNs
- The adequacy of the administrative structure suggested for JSNs
- Characteristics and qualities of an effective prerak
- Identifying of roles and functions of prerak as perceived by learners, preraks, APO(JSN) and community leaders and their perceptual gaps

- Identifying the community resources for utilisation by JSNs
- Development of instruments suitable for monitoring
- Adjustment problems of old people to provide appropriate programmes through JSNs
- Preparation of directory indicating the materials for neo-literates
- Awareness identification programmes of rural people in the areas - health, nutrition, agriculture, animal husbandry, legal knowledge, population problems, environmental education etc.,

3. Teaching

(i) The University and Degree Colleges may start short duration certificate courses suiting to the special needs of JSNs like the following:

- Certificate course in organisation, administration and management of JSNs
- Maternal and child care
- Nutrition
- Health education
- Home and family life education
- Environmental education
- Poultry
- Preparation of literature for neo-literates
- Certificate course in library science with special reference to JSNs
- National integration
- Population education

(ii) Extension lectures on developmental themes, national concerns and goals at the University for the benefit of the students and the community around.

(iii) Including JSNs as a topic in B.Ed., M.Ed., and Adult Education courses at graduate and post-graduate levels in one of the papers/subjects covered in the course.

4. Preparation and publication of materials

Preparation of books, booklets, leaflets, pamphlets, folders etc. for use in JSNs in the areas like health, agriculture, sanitation, animal husbandry, co-operatives, development programmes, legal education, science for masses, environmental conservation, administration of government, social evils, population control, income, generating employment facilities, child development, adulteration of food stuff, savings and credit facilities, special programmes for downtrodden sections, policies and future programmes of government for the upliftment of all sections of society.

- Preparation of motivational and publicity materials to popularise JSNs
- Preparation of newspapers, wall papers, journals for utilisation in JSNs libraries
- Preparation of slides, cassettes, cartoons, pictures for use in JSNs
- Training manual for the training of preraks and volunteers
- Preparation of radio scripts and developing material on relevant themes for utilisation through traditional media like harikatha, burrakatha, puppetry, dramas etc.
- Preparation of training packages on a variety of vocational and income generating programmes
- Preparation of handbook for preraks to provide guidelines to discharge their functions effectively

5. Co-operation, Co-ordination and promotional activities

- Providing co-ordination to various agencies namely, Government, Universities and Voluntary organisations about their programmes and activities and ensuring the effective utilisation of the human and physical resources for the overall development of the locality.

- Providing resource support to SRCs, RPCs, Government and other agencies in

organising training programmes for functionaries and vocational courses for neo-literates

- Securing the periodical, quarterly and annual reports from JSNs, DAEOs and DEOs and providing information about the progress and problems of JSNs to the Central and State Governments and thus monitoring the programmes.

- Providing technical support and guidance to various agencies for providing facilities to neo-literates in material preparation, monitoring and evaluation.

6. Other supports

- Provision of accommodation in the formal institutions for starting JSNs

- Sparing facilities (library, reading room, sports and games material, recreation halls, play grounds, meeting hall, audio-vidual aids) for utilisation by JSNs.

- Staff members, research scholars and students of the educational institutions can act as resource persons in the training programmes organised in JSNs

- Organisation of exhibitions and demonstration for dissemination of information in different development areas, national concerns and goals

- Collection of the printed information available with developmental departments and distributing the same to different JSNs

- Providing a separate reading room for neo-literates in the University library

- Developing a separate library specially to cater to the needs of neo-literates with appropriate, suitable, adequate

books, journals, newspapers and periodicals

- Helping to establish linkages between JSNs and local libraries

- Printing the materials useful for JSNs by the University press

- When preraks are on supervision to NFE and Adult Education centres students of NSS, NCC, Adult Education can offer their services to act as volunteers

- Students can help the preraks in selecting a suitable village and place for starting the JSN and securing rent free accommodation for starting JSNs

- Students can motivate and encourage the pass-outs and drop-outs of formal and non-formal education streams to participate and get benefitted from JSNs.

Conclusion

The Universities resource supports specified are only suggestive but not exhaustive. All the educational institutions, voluntary agencies, youth organisations and public in general and government departments - particularly related to human resource development should necessarily care and share their existing facilities maximally for successful functioning of JSNs. The existing SRCs, SCERTs with the existing resources, already over burdened with providing necessary support for adult education and non-formal education programmes may not be able to take the additional task of providing a variety of supports needed for JSNs. Effort for alternative arrangements is a direct necessity. A few well established Universities and voluntary organisations possessing the capabilities, expertise and experience, desire, guide, commitment and concern and consideration for the development of rural community may be identified and entrusted with the task of serving as resource centres specially for JSNs.

National Literacy Mission—An NGO Perspective from the Field

Om Shrivastava

The National Literacy Mission is a Mass Literacy Campaign inviting everyone join in this national effort. The Mission takes the basic value from the conceptual understanding that Development is not just about bridges, roads and factories - it is basically about people. The people of this country are the key resource to contribute in its development. The large mass which lives in rural and urban areas makes an important human resource and its development can help in accelarating the process of development and change. Eradication of illiteracy and ignorance, is an important component of human resource development. It is an important step for the Ministry of Human Resource Development that National Literacy Mission (NLM) is taken as one of the five Missions launched in the country to push forward the concept of people development. Consideration by the Ministry to give special status to literacy shows the political will of the Government. This emphasizes the spirit of campaign for N.L.M. In the document issued by the Ministry of Human Resource Development this political will is pronounced as follows:

> "The Technology Mission for Eradication of Illiteracy (TMEI) is Societal Mission which implies, that there is a political will at all levels for the achievement of Mission goals, that a national consensus can be created for mobilisation of social forces, and mechanisms can be created for active participation of the people through energisation of their latent potential with the ultimate objective of promoting a qualitative change in their living and working conditions".

In this paper I will first outline some of the basic features of the NLM and then present our perspective from the past experience in the field of adult education - at the level of operating the project and other understandings of mass campaigns.

In the later part of the paper, I would outline what Indian Adult Education Assoiation and other constituent members can do in collaborating with this national level campaign on literacy.

I

The document issued by the Ministry of Human Resource Development on National Literacy Mission is a proposal which has considered the dimension of the illiteracy. The staggering figure of 110 million illiterates by 1991 in the age group of 15 to 35 if the existing trend continued is a big challenge, hence present action to organize a mass campaign in not only inevitable but timely.

It is interesting to note that the relevance of literacy is seen in the term of Universal Primary Education for children, infant mortality, health of children, fertility rate and women's confidence and self image. These factors are different than the usual factors associated in economic and/or development as in the earlier programme of Farmers Functional Literacy Programme.

The document also outlines the strength and weakness of the National Adult Education Programme (NAEP) and tries to build-in these in its approach. The strength in terms of women's motivation and participation, coverage of SC and ST on higher side, feasible project approach, contribution of Resource Centre in developing materials and infra-structure and staff were supportive of the programme where as the problems outlined were as follows:

". The quality of training of functionaries was poor.
. The monitoring system lacked credibility, there was considerable misreporting.
. The learning environment in adult education centres was bleak, lighting arrangements were poor.
. Mass Media did not provide any support.
. Voluntary agencies did not receive cooperation from State Governments and the procedures for their involvement discouraged them.

- Learners' participation was irregular and there was considerable drop-out.
- Achievement of literacy level was generally below the expectations and the component of functionality and awareness remained weak.
- Absence of post-literacy and continuing education arrangements adversely affected the programme.
- Political and administrative support of the State Governments and Panchayati Raj institutions was not forthcoming in a sustained manner."

The problems in the field of training, learning environment, learners participation, State and Block level, political and administrative support to the programme in general and voluntary agencies in particular was based on 56 studies instituted by the Government of India - consideration of these factors in preparing NLM would certainly help the mass programme.

The objectives of the NLM are presented in the following form in the document:

"In specific terms, eradication of illiteracy implies that persons made literate would

- achieve self-reliance in literacy and numeracy.
- become aware of the causes of their deprivation and move towards amelioration of their condition through organization, and participation in the process of development.
- aquire skills to enable them to improve their economic status and general well-being.
- imbibe the values of national integration, conservation of the environment, women's equality, observence of small family norm, etc.

With a view to deriving optimum results from eradication of illiteracy, a nation wide network of continuing education will be established - through new institutional structures, better utilisation of the existing infrastructures, open and distance learning, etc."

The objective is beyond the simple reading and writing skills, and includes some of the national development goals. The target group is identified as rural people particularly women and persons from scheduled caste and scheduled tribe.

Tne strategy to take up the programme is on the basis of global strategy, technological demonstration and management system. In the strategy there is emphasis on motivation of the people, their participation in the programme and increased involvement of voluntary agencies. Along with the project approach, there will be mass programme of literacy through involvement of youth, teachers, paramilitary persons, housewives, etc.

In the technological demonstration an effort is being made to organize special project with development, transfer and application of technopedagogic inputs. First in 40 districts, which would be extended later.

For managing the whole system, several measures will be taken, both at the national and state level to give an efficient operation as mentioned above. A specific approach is adopted based on the governing principles for managing the whole Mission at the District, State, and National level.

The question on motivation, people participation, involvement of voluntary agencies and improvement of on going programmes as well as mass programme of functional literacy are taken as different factors to improve the literacy programme implementation. The distinct plan for continuing education is also taken into consideration through Jana Shikshan Nilayam.

Both at the organizing and content level of the programme several measures are also provided in the form of materials, trainings and use of different electronic media.

II

I feel that the planning of the National Literacy Mission is based on what one can call mass campaign approach. When one studies the campaigns organised at the national level by many countries, the objectives taken in those campaigns have - economic, socio-structural, cultural and political context. The successful literacy campaigns conducted in Tanzania, South Vietnam, Somalia, Ethiopia, Nicarigua have used literacy not only for economic development but also to help redress oppression, and injustice. When we look at the objectives of NLM, to some extent we do find some ideological commitments by our government. But the people behind the programme must also be committed to see the goal of this campaign as a process of social change in the communities where illiteracy, ignorance, exploitation and oppression goes on. This national commitment should percolate through whole nation including our members of Parliament. NLM outlines a strategy at the field level very well but the translation of political will would need careful planning and implementation at upper echelons.

In the National Literacy Mission the problem of motivation has been identified as a key problem. But if we think that people are to be involved in socio-economic programme than the nature of this Mission goes beyond the literacy centre. This means it has to be seen as a total learning process with the people, for the people. The mobilization process by the people to analyse their-own situation and study of the system with them would create much more successful learning centres. These mobilization efforts should be supported by Media, Village education committee, Discussion groups and different agencies which are identified in the Document. The point that I am trying to emphasize here is as specific need of a mass level, mobilization on an area basis

particularly by the agency which is starting to take up this programme with the people. This would mean to help in planning the whole process as well as creating the movement which would sustain the programme, because one of the major difficulties in the literacy programme has been sustenance. The NLM document talks about people's participation in the terms of media and communication, village education committee Jatha's, but I would like to suggest one step more and that is analysis of the problem of illiteracy, ignorance, and oppression by the people before the programme is started. This would then help many questions of motivation which are raised in the Document.

The other aspects of the programme that is emphasized in NLM is Techno-Pedagogic Inputs. I find that there is a lot of emphasis on the physical materials, and other instructional aids. I know that this would certainly improve the programme, but I would also like to state that there is much higher need on evolving processing which would prepare people who are behind the programme, i.e. the teachers, preraks, project officials, administrators. A very genuine and effective mass strategy needs a very unique training because the need is not only in the area of skill development but awareness and cognition taking the learners to a commitment level to the cause. The quality of personality behind the programme needs much more importance than only improvement in the materials. Even in the evaluation of NAEP, this has been seen as the most important factor for the failure of the programme.

III

Now I would like to discuss what the members of Indian Adult Education Association can do in this mass literacy campaign. In the document itself it has been recognised that voluntary organizations will be involved in large numbers. This is a happy augury. This provides us opportunity to plan something at a mass scale. I propose that the Indian Adult Education Association (IAEA) should take the challenge to initiate a mass campaign involving some selected members. We the 250 odd

institutional members of IAEA should be involved in this programme. It should select organizations to launch a literacy programme. These programmes should be developed alongwith organizations who are interested to take part in this mass programme. The IAEA should select some of its constituent members who have special background in organizing training, publishing learning materials, development of audio-visual aids state-wise. There is no need for any competition, we should come together to prepare an ideological plan so that our emphasis is clearly understood by each organization which is participating in this plan. It should be strictly on the capability and the efficiency of the organization involved.

As regard field operation we have to see the programme as an area approach. I have mentioned in earlier paragraphs that the programme has to become a people mission. We have to initiate the programme by involving them right from the planning stage. The project should have a participatory approach to start initially with those voluntary organizations who would come to take up the field work. There is a need to identify particular areas where they are working in some capacity already. They should have mass meetings to understand the relevance of this programme on people's terms. This would also help us not only in involving the people, but also to increase our awareness particularly to understand people's needs, problems, aspirations etc. This would ultimately help in creating literacy curriculum which can help not only to learn how to read and write, but also to understand aspects of deprivation. This may help create actions to ameliorate their-own conditions and in the process increase peoples' participation in the process of development.

With this strategy IAEA, on the one hand develops on mass campaign programme alongwith selected constituent members both to prepare training strategies, organizing training programmes, developing proto-type materials, researching different methods and at the field level to implement a participatory people's literacy mission.

Is Literacy reaching Women?

Kamala Rana

During the last 40 years, Adult Literacy has made some progress, but if the progress made so far is assessed in terms of achievements and competencies among men and women, the percentage of women who have effectively gained from Adult Literacy is much less. This issue has been repeatedly discussed in many conferences and workshops over the years and still there is no scaling-up in women's literacy except in a few progressive states in the country. Within the context of National Developmental goals and specifically National Literacy Mission, it is impossible not to take women's development as the key issue for further promotion of their status and quality of life. It is not thequantitativeincrease in sheer numbers of women made literate each year or in each decade for purposes of statistics but the critical issue is are women really becoming literate and increasing their knowledge or are they only learning to write their names ? At what stage can women be called perfectly literate to take off in life as independent individuals ?

While talking to a cross section of women in Haryana, H.P., Punjab, Tamil Nadu, Gujarat & Andhra Pradesh to ascertain what motivates them to learn to read and write, a majority of them have expressed lack of interest because they do not know how it will be useful in their lives. They immediately reflect their concern for educating their children because they do not perceive any change in their life through literacy.

Some important programmes have, however, been envisaged and are being implemented e.g. through DWCRA, RLEGP NREP and other poverty alleviation programmes for the weaker sections. Through these programmes women are earning from Rs. 60/- to Rs. 300/- p.m. and that is indeed encouraging though they still remain below the minimum earnings of Rs. 15 to 20/- per day as envisaged in these schemes.

Some of these women, engaged in skill learning, income generating activities are now beginning to respond favourably to the literacy programmes organised for them, but there are no linkages between income generating programmes and literacy programmes at the operation grass root level. Even in those villages where there are women's literacy centres functioning and there are DWCRA groups for women below poverty line, they are not enrolled in the literacy classes. With some sustained efforts, some groups are being motivated in Haryana & H.P., but still there is limited comprehension of integrating the two programmes at the Block/village level. Integration is not adequate at the planning level and on paper. Modalities and strategies need to be adopted for implementing integration which would be both cost effective as well as a viable channel for human resource development.

There are some major constraints in women's participation in literacy programmes, and these could be minimised with viable operational strategies.

Under the national literacy mission the responsibility of motivating, enrolling, conducting

and looking after all the nut and bolts rests with the instructor. Why? It is a programme which needs to be understood by every one who could help in motivation/implementation e.g. Panchayat members, particularly the Mahila Panch & Mahila Mandals. Yet, while discussing the role of Mahila Mandals recently in a Training Programme in Haryana, these bright, committed and energetic women did not perceive their role as learners and motivators for literacy programme. A strategy has to be developed through which the instructor is not a loner, but has the active support of the village level institutions. If carefully and systematically planned District/Block wise, literacy programme will not only integrate with development, but become a team work at the grass-root level. Awards could be given to those Panchayats & Mahila Mandals who motivate women to enrol and complete the Literacy course upto post - literacy level.

Most members of Mahila Mandals are illiterate. These village level groups were promoted in the context of the Community Development Programme in the mid fifties, as a process of community participation. Some mahila mandals have only weekly Bhajan programme with the office bearers taking more interest in the activities compared to others. The majority of women constitute the larger circle on the periphery of mahila mandals who are members, but do not know anything about their roles and responsibilities. Some Mahila Mandals have, over the years in different parts of the country tried to inclucate self-reliance through group activities, home management, child care training, learning about kitchen gardening, cultural and recreational activities but never become fully literate. Mahila Mandals have due to several hurdles but mostly due to lack of education and infra-structural facilities, have remained weak and ineffective. Literacy has not been their strong and primary achievement. These groups could be given vocational training for enhancing family income, health & nutrition education and bank loans as a group if literacy is made an integral part, necessary for empowering Mahila Mandals as women's institutions. These local groups could through a good literacy component, manage to deve-

lop a strong institutional base in their own right and take up the responsibility of organising literacy programmes and income generating activities towards self sufficiency in the true sense. The crucial point is literacy has to become compulsory, not an optional component of their development.

Women relapse into illiteracy faster than men based on their own comments. What can be done about this aspect of women's participation. Once a literacy cycle is completed, women never see any printed material, and therefore forget what they learnt. Experience in organising literacy classes prompt the writer to emphasise the need for planning literacy courses for 1-1/2 years for women to include post-literacy guided reading and writing ability and availability of material for day to day reading like wallpaper, newspaper, literacy books through village libraries especially set-up for women. All reading material should be related to subjects of interest/use to women in their dav to day life. Therefore a literacy test is not adequate : Literacy must be meaningful and fool proof never to let go of the learner.

Literacy programme need to be at a central place like school, Panchayatghar, temple but not the residence of the instructor. Women prefer an independent place.

The success of any Functional Literacy programme depends on the instructor. Not only should this person be mature, interested and committed to the case of women's literacy, but should be properly recognised as such. The honorarium paid to her should be comparable to the salary of a secondary school teacher because the amount of time she spends in motivating, enrolling, collecting, teaching and arranging the whole programme three or four times a week takes at least 5 hours every day. Teaching skills in Literacy are more difficult than the training required in teaching art and science subjects to school or college students and as such instructors should be adequately recognised for the services they are rendering towards a Literate India by year 2000 A.D.

National Literacy Mission: The Role of Technology

M.C. Reddeppa Reddy

Literacy is an essential tool for communication and learning. It is an indication of human progress towards modernisation. Literacy is a pre-condition for an individual's own growth and

for participation in the process of development. It is one of the most important indices reflecting the socio-economic and political development of the country.

Promotion of literacy has been identified as one of the five major technological missions with a view to applying technology and scientific research for the benefit of the deprived sections of the society and the areas which are critical to the country's development. The National Literacy Mission (NLM) has been launched with a view to identifying and correcting some of the environmental, infrastructural, pedagogical and various other deficiencies/constraints of the on-going Adult Education Programme (AEP). It is an improved version of the existing Adult Education Programme.

The National Policy on Education (NPE) and the Programme of Action (POA) clearly stated that the science, technology and modern research have not been applied to literacy programmes in the past. National Literacy Mission is based on a thorough analysis of the strengths and weaknesses of existing AEP.

The NLM is a societal mission which implies that there is a political will at all levels for the achievement of Mission goals, that a national consensus can be created for mobilisation of social forces, and mechanisms can be created for active participation of the people through energisation of their latent potential with the ultimate objective of promoting a qualitative change in their living and working conditions.

The NLM is a programme but unlike any other programme, it has a different perception, a sense of urgency and importance, and it requires to be implemented by all concerned with renewed vigour, momentum and seriousness. Under NLM the programmes can't brook any delay and that the proposals received in connection with the Mission will have to be attended to with utmost speed and expedition.

The NLM is a Technology Mission with a view to applying technology and scientific research for

the improvement of Adult Education Programme in terms of physical environment, infrastructural, pedagogic, training and management.

Meaning of Technology

Technology is that branch of advanced scientific knowledge which deals with industrial arts, applied science, sophisticated engineering software and hardware, etc., and the application of that knowledge for practical ends in a particular field.

The present century is rightly called 'The' Technology Century' due to the influence of advancements in the fields of science and technology on the varied aspects of life, resulting its modernisation. Science and Technology has always been instrumental in bringing efficiency and improvement in the process and products of human work. The field of education has also been influenced by the increased use of science and technology. It has provided valuable help in improving the physical environment, infrastructural facilities, training programmes, smoothening the process of teaching/learning and enriching the goals of education. Audio-visual equipments, hardware and sophisticated electronic devices like projectors, films, radio, television, radio/video cassettes, teaching machines, micro-teaching, modular methods of preparation of instructional materials, computer aided instructions etc. stand amply as the examples of technological impact on the educational field.

Concept of Educational Technology

The impact of Scientific and Technological advancements in the field of education is so great and profound that it has given rise to a new discipline called 'Educational Technology'. The concept of Educational Technology refers to the application of technological principles to the solution of practical educational problems on the one hand and to the development of electro-mechanical instruments for educational purposes on the other. It involves the adoption of

technological innovations and inventions to educational situations. It signifies a system or technological approach to the problems of education.

Role of Technology in the NLM

The input of Science and Technology and Pedagogical research can greatly be applied to improve the quality of the literacy programmes. As per the NLM Document, new techno-pedagoic inputs are to be introduced systematically in the existing adult education programmes. To begin with, this will be done in the 40 districts, popularly known as T D Districts. The idea is to try out new methods and techno-pedagogic inputs (TPIs) for improving the programme in these 40 districts in the first instance. Based on the results and experience in these districts, these inputs would be extended to the other districts in a phased manner.

The Task Force appointed for the purpose has gone in detail into various environmental, infrastructural, Pedagogical, training and management related constraints in the field of Adult Education and has submitted a comprehensive report outlining the area for technological intervention. Some of these areas are: Physical environment, Teaching/learning materials, Learner motivation, training of functionaries, Post-literacy and continuing education, and management.

Physical Environment : In the absence of a proper community hall or the room, most of the adult education centres are functioning in the household of the instructor or a dingy backroom of a shop or a godown made available by the kindly owner. Majority of the centres in rural areas continue to be unelectrified and are suffering due to lack of proper lighting arrangements. With a view to putting an end to this unsatisfactory state of affairs, the Government of India identified a number of colloborating agencies which will be able to remove the constraints of lighting and ventilation through designing alternative and more effective lighting devices such as improved petromax and hurricane lanterns, solar power packs

by use of photo-volatic batteries. The environment in which the adults are expected to learn should be lively, cheerful, relaxing - and activities which help them to overcome fatigue and drudgery are organised.

Teaching/Learning Materials : The teaching/learning materials which are being supplied for or used in adult education centres are inadequate, irrelevant and poor in quality. The new approach towards teaching/learning skills is two-pronged to make the contents as functional and the language as near localised as possible and to introduce techno-pedagogic inputs. The inputs include improved black boards, better slates, good quality learning aids like charts, globes, maps and models, use of radio, audio/video cassettes and other electronic devices for learning. The development of electronical devices - hardware and software - to be used in the educational field for imroving the efficiency of teaching and learning. Use of sophisticated items like television, audio-video tapes and computers is not to be frowned upon as too complicated stuff for learners. They can, on the contrary, be put to judicious uses in simplifying and making the teaching/learning process more interesting.

Learner Motivation: Learner motivation is the basis for effective learning. But it has been the main problem in the past as well in the present adult education programmes. People can be motivated and their interest can be sustained by employing mass media agencies viz., Radio, Television, Film and Newspaper. The mass media can be used to create conducive environment in the community for learning, to supplement the teaching/learning process and to provide support for the adult education functionaries. Research studies have shown that the motivation can be aroused if there is a conducive environment which promote and value literacy and the programme is of direct interest to learners. Motivation of the learners can be regulated by improving the learning environment, creating confidence among them, developing suitable learning material, adapting new approaches and innovative methods and arranging continuing education facilities.

Training of Functionaries: The quality of training of functionaries was very poor in adult education programme. The functionaries are not in a position to do their job perfectly, effectively and proficiently due to lack of proper training in adult education. Under NLM it is proposed to revamp the training system by introducing participatory training processes, to increase the number of days of initial training, provision of in service training, to set up the District Resource Units (DRUs) for adult/non-formal education as a part of District Institutes of Education and Training (DIET).

Use of educational technology and electronic devices will definitely strengthen the training programmes of adult education functionaries. Educational technology can be used for improving the training system and methods, and electronic media for group learning. The technology, further, can be used for production of improved programmes in the form of audio-video cassettes, films, slides/film strips, role play, simulation exercises etc.

Management: The success of the adult education programme solely depends on the management of the programme. The effective management include: systematic planning of the programme, proper selection and training of personnel, securing linkages with developmental agencies, research and development, systematic monitoring and evaluation.

The technology may also affect organisation and administration of the programme. It can be of great help in developing the basic elements in organisation: responsibility, planning, group discussion, decision making, control of the tasks done, management development, the emergence and training of new managers. Computer technology can also be used in the management of adult education programme. It will be in the areas of project planning, creating data base, data analysis and also for inventory control.

The National Literacy Mission Authority has laid suitable emphasis on Technology Development

and Demonstration with a view to involve 60 collaborating agencies in the literacy endeavour. They are: CSIE Laboratories, Electronic Commission, Industrial R & D Laboratories, Universities, IITs, Krishi Vigyan Kendras, AIR, Doordashan and other media organisations, Language Research institutes, State Resource Centres, etc. The collaborating agencies would help in installing of solar packs, supply of improved petromax, development of audio-visual materials, the improved black boards, improved chalks, plastic slates, installation of Television, Radio, Computers, etc.

There may be different agencies and technologies for achieving NLM objectives. Appropriate technologies, which are based on local resources - technologies that can be available, managed, understood, improved and transmitted by the adult education functionaries, should be adopted. They should be appropriate in terms of suitability and feasibility. Adoption of such technologies to suit local conditions through testing and understanding Research and Development on certain specific problems in collaboration with other agencies.

In selection and application of those technologies for improving the quality of adult education programme, the following points should be kept in mind by the planners, administrators and field functionaries:

1. Technologies that are based on local resources rather than contributions from outside.

2. Technologies that are based mainly on human labour which is more abundant than the capital.

3. Technologies that start from the experience accumulated by the people and reinforce their culture particularly their values, traditions, appirations and interests.

4. Technologies that are understandable, manageable and hence permit and stimulate creativity.